

# Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Mayne Elementary School	43-69674-6048870	March 14, 2024	June 13, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by George Mayne Elementary School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The single site plan describes George Mayne Elementary School's school wide programs and additional targeted support and improvement.

## Educational Partner Involvement

How, when, and with whom did your George Mayne Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

SSC members, ELAC members, school community, and the George Mayne Staff are consulted throughout the year for input.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

An inequity we identified are our students with disabilities having difficulty transitioning from home to school and having insufficient wellness resource support to meet with the students and follow up with families.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In 2023, our overall performance on the state indicators (Chronic Absenteeism (yellow), Suspension Rate (green), English Learner Progress (blue), English Language Arts (green), Mathematics (green)) was in the yellow, green, and blue performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In 2023, Students with Disabilities (10 students) in the Chronic Absenteeism state indicator was two or more performance levels below the "all student" performance. The Asian group (1 student) in the Suspension Rate state indicator was two or more performance levels below the "all student" performance. The Hispanic group in the English Language Arts state indicator was two or more performance levels below the "all student" performance. No groups in the English Learner Progress state indicator or in the Mathematics state indicator had two or more performance levels below the "all student" performance.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Not Applicable

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level George Mayne Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.33%	0.67%	1	1	2
African American	2.1%	1.97%	1.67%	9	6	5
Asian	20.0%	18.69%	19.67%	84	57	59
Filipino	3.8%	4.26%	3.33%	16	13	10
Hispanic/Latino	58.6%	59.02%	58.67%	246	180	176
Pacific Islander	0.7%	0.66%	0.67%	3	2	2
White	7.6%	8.20%	10%	32	25	30
Multiple/No Response	6.7%	6.89%	5.33%	28	21	16
<b>Total Enrollment</b>				420	305	300

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	62	40	35
Grade 1	72	35	41
Grade 2	69	43	42
Grade3	81	69	45
Grade 4	60	64	70
Grade 5	76	54	67
<b>Total Enrollment</b>	420	305	300

#### Conclusions based on this data:

1. Mayne has a decreasing enrollment. In the 2024 - 2025 school year, it is projected that we'll have between 20 - 30 students less students enrolled as compared to 2023 - 2024. Total of 12 classes - two classes per grade. These numbers will adjust when we open a Mild/Mod K/1 classroom and a TK classroom.
2. From 2021 - Spring 2023, a decrease in Hispanic/Latino and Multiple/No Response students enrolled. The white student group is maintaining it's student enrollment. There was a 5 student decrease in '21 - '22 but in '22 - '23 it bounced back and reflecting a slight decrease (2 students) as compared to the '21 - '22 numbers.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	133	117	89	31.70%	38.4%	29.7%
Fluent English Proficient (FEP)	60	41	63	14.30%	13.4%	21.0%
Reclassified Fluent English Proficient (RFEP)	14	22	41	10.5%	7.2%	13.7%

### Conclusions based on this data:

1. Significant decrease in the number of English Learners enrolled in '22 - '23. An 8.7% (28 students) decrease between 21-22 and 22-23.
2. A significant increase in the number of Fluent English Proficient enrolled in '22 - '23. A 7.6% (22 students) increase between 21-22 and 22-23.
3. In 2016-17 and 2017-18 approximately 10% of the student population was Reclassified during each school year. In 2018-19, 4% was reclassified. In 19-20, nearly 15% was reclassified.

Dashboard: Overall Performance

In 2019, No data available for English Learner progress.

In '21 - '22, 19% (22 students) were reclassified. In '22 - '23, 46% (41 students) were reclassified.

From '20 - '21 to '22 - '23, we have a decrease number of EL students and a significant increase in the number of students that are reclassified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	66	46	0	66	46	0	66	46	0.0	100.0	100.0
Grade 4	57	67	71	0	65	71	0	65	71	0.0	97.0	100.0
Grade 5	77	48	72	0	48	72	0	48	72	0.0	100.0	100.0
All Grades	211	181	189	0	179	189	0	179	189	0.0	98.9	100.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2446.	2441.		28.79	30.43		33.33	28.26		18.18	19.57		19.70	21.74
Grade 4		2487.	2493.		30.77	35.21		29.23	26.76		26.15	21.13		13.85	16.90
Grade 5		2518.	2510.		29.17	25.00		22.92	26.39		31.25	26.39		16.67	22.22
All Grades	N/A	N/A	N/A		29.61	30.16		29.05	26.98		24.58	22.75		16.76	20.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.24	26.09		68.18	54.35		7.58	19.57
Grade 4		16.92	19.72		72.31	64.79		10.77	15.49
Grade 5		22.92	20.83		68.75	66.67		8.33	12.50
All Grades		21.23	21.69		69.83	62.96		8.94	15.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.79	19.57		53.03	60.87		18.18	19.57
Grade 4		24.62	16.90		61.54	69.01		13.85	14.08
Grade 5		14.58	22.22		60.42	61.11		25.00	16.67
All Grades		23.46	19.58		58.10	64.02		18.44	16.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.73	10.87		63.64	82.61		13.64	6.52
Grade 4		7.69	21.13		78.46	67.61		13.85	11.27
Grade 5		18.75	22.22		75.00	62.50		6.25	15.28
All Grades		16.20	19.05		72.07	69.31		11.73	11.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.73	21.74		62.12	60.87		15.15	17.39
Grade 4		13.85	25.35		78.46	67.61		7.69	7.04
Grade 5		27.08	20.83		60.42	62.50		12.50	16.67
All Grades		20.67	22.75		67.60	64.02		11.73	13.23

**Conclusions based on this data:**

1. ELA by Cohort
  - 20 point cohort gain since 3rd grade in percent proficient as '17 - '18 4th graders and 5.13 point cohort loss in percent proficient as '18 - '19 5th graders.
  - 2.37 point cohort gain since 3rd grade in percent proficient as '18 - '19 4th graders.
  - 2.8 point cohort gain since 4th grade in percent proficient as '17 - '18 5th graders.

Students show gains as cohorts move from 3rd grade to 4th grade students.  
Gain or loss as cohorts move from 4th to 5th grade is inconclusive.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. No cohort comparison available.

'22 - '23,

- .15 point cohort loss from 3rd to 4th grade.
- 8.61 point cohort loss from 4th to 5th grade.

2. ELA Year to Year (Grade Level to like Grade Level Comparison) (16 - '17, '17 - '18, '18 - '19, '22 - '23)
  - 3rd grade -

7.5 point increase in percent proficient from '16 - '17 to '17 - '18, and a 2.94 point increase in percent proficient from '17 - '18 to '18 - '19, steady increase over the past 3 years.

3.43 point decrease in percent proficient from '21 - '22 to '22 - '23

- 4th grade

18.61 point increase in percent proficient from '16 - '17 to '17 - '18, and a 10.14 point loss in percent proficient from '17 - '18 to '18 - '19, need more data to conclude the reason for the drop.

1.97 point increase in percent proficient from '21 - '22 to '22 - '23

- 5th grade

.33 point decrease in percent proficient from '16 - '17 to '17 - '18, a slight decrease over the past 2 years. 10.68 point increase in percent proficient from '17 - '18 to '18 - '19, a significant increase.

.70 point decrease in percent proficient from '21 - '22 to '22 - '23

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. A year to year ELA comparison is unavailable.

#### '22 - '23 ELA Conclusion

There's a significant point decrease in writing, compared to reading, by cohort and year ('21 - '22) to year ('22 - '23).

### 3. It's too soon to draw conclusions based on the available 3 year data. We see ...

The '16 - '17 3rd grade cohort had a significant 20 point gain in '17 - '18 and then a 5.13 point decrease in '18 - '19. Yet, cohorts showing a steady increase continue to steadily increase over the years.

#### Dashboard: Overall Performance

In 2018, students made adequate progress in English Language Arts.

In 2019, students continue to make progress (green) in English Language Arts.

In 2023, students continue to make progress (green) in English Language Arts. (15.6 points above standard; maintained 1.1 points)

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. Insufficient data to draw conclusions solely based on '21 - '22 ELA data.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	66	46	0	66	46	0	66	46	0.0	100.0	100.0
Grade 4	57	67	71	0	65	71	0	65	71	0.0	97.0	100.0
Grade 5	77	48	72	0	48	72	0	48	72	0.0	100.0	100.0
All Grades	211	181	189	0	179	189	0	179	189	0.0	98.9	100.0

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2459.	2444.		30.30	26.09		34.85	23.91		15.15	30.43		19.70	19.57
Grade 4		2475.	2493.		24.62	19.72		24.62	33.80		27.69	32.39		23.08	14.08
Grade 5		2476.	2502.		12.50	20.83		12.50	25.00		35.42	22.22		39.58	31.94
All Grades	N/A	N/A	N/A		23.46	21.69		25.14	28.04		25.14	28.04		26.26	22.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.36	28.26		46.97	47.83		16.67	23.91
Grade 4		26.15	26.76		44.62	52.11		29.23	21.13
Grade 5		14.58	19.44		39.58	48.61		45.83	31.94
All Grades		26.82	24.34		44.13	49.74		29.05	25.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.39	30.43		45.45	52.17		15.15	17.39
Grade 4		26.15	28.17		49.23	57.75		24.62	14.08
Grade 5		10.42	19.44		60.42	52.78		29.17	27.78
All Grades		26.82	25.40		50.84	54.50		22.35	20.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.82	32.61		54.55	56.52		13.64	10.87
Grade 4		23.08	22.54		56.92	64.79		20.00	12.68
Grade 5		8.33	15.28		62.50	61.11		29.17	23.61
All Grades		22.35	22.22		57.54	61.38		20.11	16.40

**Conclusions based on this data:**

1. Math by Cohort
  - 4 point cohort drop since 3rd grade in percent proficient for '17 - '18 5th graders. However, the gap between Mayne and the district closed by 7 percentage points.
  - 21 point cohort gain since 3rd grade in percent proficient for '17 - '18 4th graders. The gap between Mayne and the district closed and Mayne exceeds the district by 4 percentage points.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. No cohort comparison available.

'22 - '23,

- 21.63 point cohort loss from 3rd to 4th grade.
- 3.41 point cohort loss from 4th to 5th grade.

2. Math Year to Year (Grade Level to like Grade Level Comparison) ('16 - '17, '17 - '18, '22 - '23)

- 3rd grade -

5 point increase in percent proficient from '16 - '17 to '17 - '18, steady increase over the past 2 years.  
15.15 point decrease in percent proficient from '21 - '22 to '22 - '23

- 4th grade -

28 point increase in percent proficient from '16 - '17 to '17 - '18, closing the achievement gap between Mayne and the district.

5.72 point decrease in percent proficient from '21 - '22 to '22 - '23

- 5th grade -

1 point increase in percent proficient from '16 - '17 to '17 - '18.  
20.83 point increase in percent proficient from '21 - '22 to '22 - '23

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. A year to year math comparison is unavailable.

'22 - '23. Math Conclusion

There's a significant point decrease in Math performance

3. Economically Disadvantaged Subgroup

- Increased the percent proficient by 6 to 26 percentage points between '16 - '17 and '17 - '18, in all grades.

Dashboard: Overall Performance

In 2018, students made adequate progress in Mathematics.

In 2019, students continue to make progress (green) in Mathematics.

In 2023, students continue to make progress in Mathematics (Green). Overall, 3.7 points below standard. An increase of 4.2 points.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. Insufficient data to draw conclusions solely based on '21 - '22 Math data.

'22-'23, Hispanic, Socieconomic Disadvantaged, and EL subgroups performed below standard but have increased or maintained in points.

Hispanic:

36.5 points below standard. (Yellow)

Increased 10.2 points.

SED:

15.9 points below standard (Yellow)

Maintained -0.6 points

EL

60.6 points below standard (Green)

Increased 8.9 points

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1432.4	1456.5	*	1439.9	1450.7	*	1414.6	1469.6	*	28	15	10
<b>1</b>	1483.8	1428.1	*	1496.2	1431.3	*	1470.8	1424.2	*	35	18	7
<b>2</b>	1522.3	1492.3	1488.3	1534.4	1504.5	1482.8	1509.7	1479.4	1493.2	23	17	20
<b>3</b>	1501.0	1477.8	1532.6	1507.0	1486.6	1540.5	1494.6	1468.4	1524.4	25	14	17
<b>4</b>	1514.5	1505.7	1559.2	1515.5	1502.6	1568.3	1513.0	1508.3	1549.4	21	14	18
<b>5</b>	1527.5	1535.0	1565.7	1534.1	1540.6	1564.6	1520.6	1528.8	1566.6	18	13	18
<b>All Grades</b>										150	91	90

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	17.86	33.33	*	46.43	46.67	*	21.43	20.00	*	14.29	0.00	*	28	15	*
<b>1</b>	23.53	5.56	*	58.82	38.89	*	14.71	22.22	*	2.94	33.33	*	34	18	*
<b>2</b>	52.17	11.76	15.00	21.74	58.82	45.00	17.39	17.65	25.00	8.70	11.76	15.00	23	17	20
<b>3</b>	32.00	7.14	41.18	24.00	35.71	52.94	32.00	21.43	5.88	12.00	35.71	0.00	25	14	17
<b>4</b>	25.00	7.14	61.11	35.00	64.29	27.78	35.00	21.43	11.11	5.00	7.14	0.00	20	14	18
<b>5</b>	11.76	30.77	44.44	52.94	46.15	44.44	35.29	15.38	5.56	0.00	7.69	5.56	17	13	18
<b>All Grades</b>	27.21	15.38	37.78	40.82	48.35	42.22	24.49	19.78	15.56	7.48	16.48	4.44	147	91	90

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.00	26.67	*	50.00	33.33	*	10.71	40.00	*	14.29	0.00	*	28	15	*
<b>1</b>	61.76	27.78	*	26.47	11.11	*	11.76	27.78	*	0.00	33.33	*	34	18	*
<b>2</b>	65.22	47.06	25.00	26.09	35.29	35.00	4.35	11.76	25.00	4.35	5.88	15.00	23	17	20
<b>3</b>	40.00	21.43	76.47	40.00	35.71	17.65	12.00	35.71	5.88	8.00	7.14	0.00	25	14	17
<b>4</b>	45.00	57.14	77.78	30.00	21.43	16.67	20.00	14.29	5.56	5.00	7.14	0.00	20	14	18
<b>5</b>	47.06	61.54	61.11	47.06	30.77	27.78	5.88	0.00	11.11	0.00	7.69	0.00	17	13	18
<b>All Grades</b>	47.62	39.56	53.33	36.05	27.47	27.78	10.88	21.98	15.56	5.44	10.99	3.33	147	91	90

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.71	20.00	*	17.86	46.67	*	64.29	26.67	*	7.14	6.67	*	28	15	*
<b>1</b>	8.82	5.56	*	58.82	22.22	*	17.65	27.78	*	14.71	44.44	*	34	18	*
<b>2</b>	30.43	5.88	10.00	39.13	52.94	45.00	8.70	17.65	45.00	21.74	23.53	0.00	23	17	20
<b>3</b>	16.00	0.00	23.53	20.00	21.43	23.53	36.00	28.57	47.06	28.00	50.00	5.88	25	14	17
<b>4</b>	0.00	0.00	27.78	45.00	35.71	50.00	25.00	50.00	11.11	30.00	14.29	11.11	20	14	18
<b>5</b>	5.88	7.69	33.33	5.88	23.08	22.22	70.59	61.54	33.33	17.65	7.69	11.11	17	13	18
<b>All Grades</b>	12.24	6.59	22.22	33.33	34.07	36.67	35.37	34.07	35.56	19.05	25.27	5.56	147	91	90

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	17.86	46.67	*	64.29	46.67	*	17.86	6.67	*	28	15	*
<b>1</b>	61.76	33.33	*	38.24	38.89	*	0.00	27.78	*	34	18	*
<b>2</b>	52.17	41.18	25.00	47.83	52.94	75.00	0.00	5.88	0.00	23	17	20
<b>3</b>	44.00	28.57	41.18	52.00	35.71	52.94	4.00	35.71	5.88	25	14	17
<b>4</b>	50.00	50.00	50.00	40.00	42.86	44.44	10.00	7.14	5.56	20	14	18
<b>5</b>	50.00	38.46	44.44	43.75	53.85	50.00	6.25	7.69	5.56	16	13	18
<b>All Grades</b>	45.89	39.56	41.11	47.95	45.05	55.56	6.16	15.38	3.33	146	91	90

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	35.71	26.67	*	50.00	60.00	*	14.29	13.33	*	28	15	*
<b>1</b>	50.00	11.11	*	50.00	44.44	*	0.00	44.44	*	34	18	*
<b>2</b>	73.91	29.41	50.00	21.74	58.82	25.00	4.35	11.76	25.00	23	17	20
<b>3</b>	48.00	50.00	88.24	44.00	35.71	11.76	8.00	14.29	0.00	25	14	17
<b>4</b>	45.00	28.57	83.33	40.00	64.29	16.67	15.00	7.14	0.00	20	14	18
<b>5</b>	64.71	76.92	88.89	35.29	15.38	5.56	0.00	7.69	5.56	17	13	18
<b>All Grades</b>	51.70	35.16	67.78	41.50	47.25	22.22	6.80	17.58	10.00	147	91	90

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.71	20.00	*	71.43	80.00	*	17.86	0.00	*	28	15	*
<b>1</b>	26.47	11.11	*	55.88	38.89	*	17.65	50.00	*	34	18	*
<b>2</b>	47.83	5.88	25.00	39.13	70.59	65.00	13.04	23.53	10.00	23	17	20
<b>3</b>	16.00	7.14	17.65	52.00	35.71	41.18	32.00	57.14	41.18	25	14	17
<b>4</b>	15.00	7.14	22.22	65.00	71.43	55.56	20.00	21.43	22.22	20	14	18
<b>5</b>	5.88	15.38	27.78	82.35	38.46	61.11	11.76	46.15	11.11	17	13	18
<b>All Grades</b>	21.09	10.99	25.56	59.86	56.04	57.78	19.05	32.97	16.67	147	91	90

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	35.71	60.00	*	46.43	33.33	*	17.86	6.67	*	28	15	*
<b>1</b>	20.59	5.56	*	67.65	61.11	*	11.76	33.33	*	34	18	*
<b>2</b>	26.09	35.29	5.00	52.17	52.94	95.00	21.74	11.76	0.00	23	17	20
<b>3</b>	20.00	0.00	58.82	60.00	78.57	41.18	20.00	21.43	0.00	25	14	17
<b>4</b>	5.00	7.14	61.11	80.00	85.71	38.89	15.00	7.14	0.00	20	14	18
<b>5</b>	5.88	23.08	66.67	76.47	69.23	27.78	17.65	7.69	5.56	17	13	18
<b>All Grades</b>	20.41	21.98	44.44	62.59	62.64	54.44	17.01	15.38	1.11	147	91	90

**Conclusions based on this data:**

- Overall, in '21 - '22, 63.73% of the students tested scored a 3 or a 4 in overall language, 67.03% in oral language and 40.66% in written language. Of the students tested, students performed better on the oral language portion of the test than on the written language portion of the test.

Note: Data not available for Kindergarten and 1st Grade. Too few students, <10 students.

Overall, 2nd - 5th grade, in '22 - '23, 80% of the students tested scored a 3 or a 4 in overall language, 81.11% in oral language and 58.89% in written language. Of the students tested, students performed better on the oral language portion of the test than on the written language portion of the test. However, there's an 18.23% increase from '21 - '22 to '22 - '23 in the written Language portion of the test.

2. In '21-'22, in the Listening Domain, 39.56% of the students tested scored in the well developed range, 45.05% scored in the Somewhat/Moderately range, and 15.38% in the Beginning range. Unable to draw conclusions based on the limited comparison data available. However, based on the available information, we can assume that students need more practice in this domain.

In '22 - '23, in the Listening Domain,

\*Missing data for Kindergarten and 1st grade

\*Excluding Kindergarten/1st grade, 41.11% of the students tested scored in the well developed range, 55.56% scored in the Somewhat/Moderately range, and 3.33% in the Beginning range. Unable to draw conclusions due to missing data.

In '21-'22, in the Speaking Domain, 35.16% of the students tested scored in the well developed range, 47.25% scored in the Somewhat/Moderately range, and 17.58% in the Beginning range. Unable to draw conclusions based on the limited comparison data available. However, based on the available information, we can assume that students need more practice in this domain.

In '22 - '23, in the Speaking Domain,

\*Missing data for Kindergarten and 1st grade

\*Excluding Kindergarten/1st grade, 67.78% of the students tested scored in the well developed range, 22.22% scored in the Somewhat/Moderately range, and 10% in the Beginning range. Unable to draw conclusions due to missing data.

Wondering: It appears that Mayne students perform better in the Speaking Domain compared to the Listening Domain.

3. In '21-'22, in the Reading Domain, 10.99% of the students tested scored in the well developed range, 56.04% scored in the Somewhat/Moderately range, and 32.97% in the Beginning range. Unable to draw conclusions based on the limited comparison data available. However, based on the available information, we can assume that students need more practice in this domain.

In '22 - '23, in the Reading Domain,

\*Missing data for Kindergarten and 1st grade

\*Excluding Kindergarten/1st grade, 25.56% of the students tested scored in the well developed range, 57.78% scored in the Somewhat/Moderately range, and 16.67% in the Beginning range. Unable to draw conclusive conclusions due to missing data. However, there are significantly less students performing in the Beginning Reading level.

In '21-'22, in the Writing Domain, 21.98% of the students tested scored in the well developed range, 62.64% scored in the Somewhat/Moderately range, and 15.38% in the Beginning range. Unable to draw conclusions based on the limited comparison data available. However, based on the available information, we can assume that students need more practice in this domain.

In '22 - '23, in the Writing Domain,

\*Missing data for Kindergarten and 1st grade

\*Excluding Kindergarten/1st grade, 44.44% of the students tested scored in the well developed range, 54.44% scored in the Somewhat/Moderately range, and 1.11% in the Beginning range. Unable to draw conclusive conclusions due to missing data. However, there are significantly less students performing in the Beginning Reading level.

In '21 - '22, 84.62% of the students tested scored in the Well developed and Somewhat/Moderately range in the Writing Domain compared to 67.03% of the students tested scored in the Well developed and Somewhat/Moderately range in the Reading Domain. We can deduce that Mayne students have stronger developed skills in writing compared to their skills in reading.

In '22 - '23, 98.88% of the students tested scored in the Well developed and Somewhat/Moderately range in the Writing Domain compared to 83.34% of the students tested scored in the Well developed and Somewhat/Moderately range in the Reading Domain. We can deduce that Mayne students have stronger developed skills in writing compared to their skills in reading, again.



# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>300</b>	<b>66.7</b>	<b>29.7</b>	
Total Number of Students enrolled in George Mayne Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	89	29.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	200	66.7
Students with Disabilities	32	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.7
American Indian	2	0.7
Asian	59	19.7
Filipino	10	3.3
Hispanic	176	58.7
Two or More Races	16	5.3
Pacific Islander	2	0.7
White	30	10

**Conclusions based on this data:**

1. In '21 - '22, Hispanic students continue to represent our largest Race/Ethnicity subgroup, 59% (180 students). Socioeconomically Disadvantaged students represent our largest student subgroup, 52.8% (161 students). English Learner students represent our second largest student subgroup, 38.4% (117 students).  
  
In '22 - '23,  
Hispanic students continue to represent our largest Race/Ethnicity student group, 58.7% (176 students).  
Asian students represent the second largest student group, 19.7% (59 students)  
Socioeconomically Disadvantaged students represent our largest student subgroup, 66.7% (200 students).  
English Learner students represent our second largest student subgroup, 29.7% (89 students).  
  
In '22 - '23, compared to '21 - '22,  
A slight decrease in the number of students in the Hispanic students subgroup, (4 students)  
An increase in the number of students in the Socioeconomically Disadvantaged student group (39 students)  
A decrease in the number of students in the English Learners student group, (28 students)
2. Strong likelihood that 6.2% of the Hispanic/Latino student population also falls in the Socioeconomically Disadvantaged subgroup.  
  
In '22 - '23, strong likelihood that 43% of the Hispanic/Latino student population also falls in the Socioeconomically Disadvantaged subgroup. (Total number of students by Race/Ethnicity subtract the number of Hispanic students)
3. Strong likelihood that a percentge of the Hispanic/Latino student population also falls in the English Learners subgroup.  
  
In '22 - '23, strong likelihood that a percentge of the Hispanic/Latino student population also falls in the English Learners subgroup.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Blue		

#### Conclusions based on this data:

1. Academic Performance:  
In 2018, students made adequate progress in English Language Arts and in Mathematics.  
In 2019, students continue to make progress (green) in English Language Arts and in Mathematics. No data available for English Learner progress.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

The 2022 academic status in English Language Arts is High. The academic status in Mathematics and English Language Progress is Medium. Unable to draw conclusions based on the limited comparison data available. However, based on the available information, we can assume that students need more practice in Mathematics and need to continue making progress in English Language Development.

In '22 - '23, students performed High (Green) and (Blue)

English Language Arts (Green)

Mathematics (Green)

English Learner Progress (Blue)

Overall, Mayne students continue to make academic progress especially in English Learner progress.

**2. Academic Engagement:**

(2018), we need to increase student daily attendance and decrease the number of students suspended.

(2019), we need to continue to focus on decreasing chronic absenteeism (yellow).

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, the Chronic Absenteeism status is very High. The very high Chronic Absenteeism status for students with disabilities identified this cohort for ATSI in 2022-23.

In 2023, the Chronic Absenteeism status is mid range (yellow). The high Chronic Absenteeism status for students with disabilities identified this cohort for ATSI in 2023-24.

**3. Conditions and Climate:**

(2018) We need to decrease the number of students suspended.

(2019) We need to decrease the number of students suspended (orange) by addressing the root cause of the behavior.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, the Suspension Rate status is low.

In '22 - '23, the Suspension Rate status is low (green)

# School and Student Performance Data

## Academic Performance English Language Arts

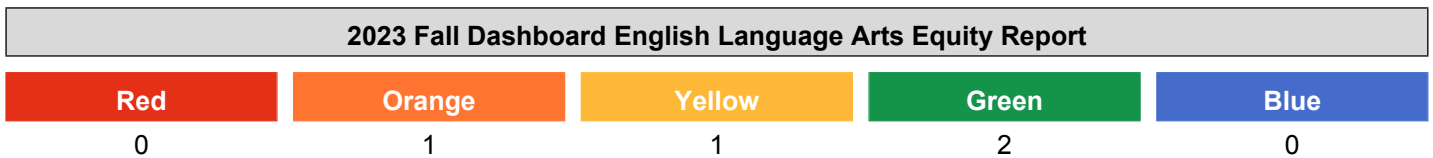
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 15.6 points above standard Maintained +1.1 points 178 Students	<b>English Learners</b>  Yellow 1.7 points below standard Maintained +2.8 points 78 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 5.8 points above standard Increased +3.8 points 123 Students	<b>Students with Disabilities</b> 41.8 points below standard Increased +6.3 points 24 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students  1 Student	 Green 46.1 points above standard Decreased -9.4 points  41 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 16.8 points below standard Maintained +2.6 points  98 Students	Less than 11 Students  9 Students	Less than 11 Students  1 Student	55.1 points above standard Increased +4.6 points  23 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
100.6 points below standard Decreased Significantly -32.7 points  24 Students	42.2 points above standard Maintained -0.8 points  54 Students	27.7 points above standard Maintained -1.7 points  83 Students

**Conclusions based on this data:**

**1. English Language Arts Performance Equity Report and All Students/Student Group:**

(2018) Overall, zero student groups fell in the red or orange performance level. Students with Disabilities gained the most points followed by the Socioeconomically Disadvantaged group.

(2019) Overall, zero student groups fell in the red, orange, or yellow performance level. The English Learner group and the Socioeconomically Disadvantaged group are in the yellow performance level. The Student with Disabilities group was not assigned a performance level.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall, in English Language Arts, the status is high (14.5 points above standard). The status for the Socioeconomically Disadvantaged group and the English Learners group is Medium. The Socioeconomically Disadvantaged group status is 2.0 points above standard and the status for the English Learners group is 4.5 points below standard.

In '22 - '23,  
Equity Report:

Zero groups are in the red performance level, one student group fell in the orange and in the yellow performance level, and 2 student groups fell in the green performance level.

All Students/Student Group:

Overall, students are performing in the green performance level (178 students: 15.6 points above standard, Maintained +1.1 points)

The English Learners student group are performing in the yellow performance level (medium performance level) (78 students: 1.7 points below standard, Maintained +2.8 points). Possible conclusion, English Learner students are (slowly) closing the grade-level standards gap.

The Socioeconomically Disadvantaged student group are performing in the green performance level (high performance level) (123 students: 5.8 points above standard, Increased +3.8 points). Possible conclusion, Socioeconomically Disadvantaged students are closing the grade-level standards gap.

The Students with Disabilities student group was not assigned a performance level (fewer than 30 students): However, (24 students: 41.8 points below standard, Increased +6.3 points). Wondering: What contributed to the 6.3 point gain? RSP is using Science of Reading phonics in upper grade. Did this focus contribute to the gain?

## 2. English Language Arts Performance by Race/Ethnicity:

(2018) Overall, all students and student groups are demonstrating progress towards meeting grade-level standards on the English Language Arts assessment. However, by ethnicity, the Hispanic group is demonstrating growth but are 32.1 points below standard. Whereas, the Asian group is 36.4 points above standard but declined by 10.5 points.

(2019) Overall, all students and student groups are demonstrating progress towards meeting grade-level standards on the English Language Arts assessment. By ethnicity, the Hispanic group is demonstrating growth, 7.9 points growth, but continues to be 24.2 points below standard. The Asian group increased significantly (26.1 points) and 62.5 above standard. The White and Two or more races have maintained their performance.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, in English Language Arts performance by race/ethnicity, the Asian subgroup, status Very High (55.5 points above standard), outperformed the Hispanic subgroup, status low (19.4 points below standard).

In '22 - '23,

Zero groups are in the red performance level, one student group fell in the orange and in the green performance level.

The Hispanic ethnic group are performing in the orange performance level (low performance level) (98 students: 16.8 points below standard, Maintained +2.6 points). Possible conclusion, Hispanic students are (slowly) closing the grade-level standards gap. (2.6 point difference between '23 and '22) Are we offering academic intervention supports for our Hispanic group? How else can we close the achievement gap for the Hispanic group? Is there a large number of Hispanic students identified as SpEd? How is this contributing to the gain or loss of points?

The Asian ethnic group are performing in the green performance level (high performance level) (41 students: 46.1 points above standard, decreased -9.4 points). The Asian group outperformed the Hispanic group even with the decrease in points. Why did the Asian group decrease in points? Has the Asian population changed?

The White students group was not assigned a performance level (fewer than 30 students): However, (23 students: 55.1 points above standard, Increased +4.6 points). Wondering: What contributed to the 4.6 point gain? How is their experience different from the Hispanic group experience?

## 3. Comparisons for English Learners:

(2019) The current English Learners group has increased 6.8 points but performed 48.8 points below standard. The current Reclassified group has significantly increased 15.7 points and are performing 64.3 points above standard.

The current English Only group has declined 8 points but performed 8.2 points above standard. Students are moving from EL to RFEP identification. RFEP students are performing significantly well on the SBAC test.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, the Current English Learner group is 68.0 points below standard. The Reclassified English Learners group and the English Only group are exceeding standard. The Reclassified English Learners group is 43.0 points above standard. The English Only group is 29.4 points above standard. The Reclassified English Learners group exceeded the English Only in points above standard. The English Learner group will need to continue to be the focus in 2023-24.

In '22 - '23,

Current English Learner group (24 students: 100.6 points below standard, Decreased Significantly -32.7 points).

Reclassified English Learners group (54 students: 42.2 points above standard, Maintained -0.8 points).

English Only group (83 students: 27.7 points above standard, Maintained -1.7 points).

The Reclassified English Learners group exceeded the English Only in points above standard (14.5 point difference).

The English Learner group will need to continue to be the focus in 2024-25.



# School and Student Performance Data

## Academic Performance Mathematics

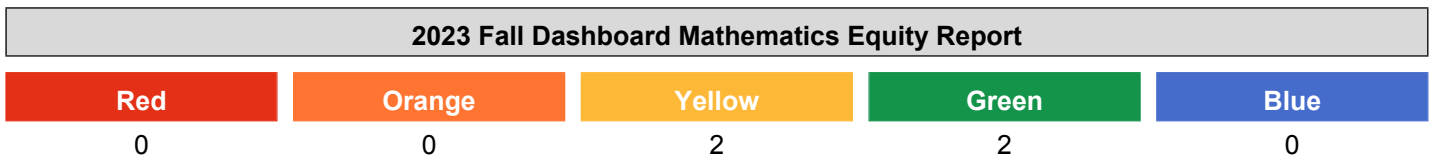
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 3.7 points below standard Increased +4.2 points 178 Students	<b>English Learners</b>  Green 9.1 points below standard Increased +5.3 points 78 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 15.9 points below standard Maintained -0.6 points 123 Students	<b>Students with Disabilities</b> 42.3 points below standard Increased Significantly +17.2 points 24 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students  1 Student	 Green <span style="background-color: #e0f0ff; padding: 2px;">54.2 points above standard</span> Decreased -4.4 points  41 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e0f0ff; padding: 2px;">36.5 points below standard</span> Increased +10.2 points  98 Students	Less than 11 Students  9 Students	Less than 11 Students  1 Student	<span style="background-color: #e0f0ff; padding: 2px;">20.8 points above standard</span> Decreased -7.7 points  23 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0f0ff; padding: 2px;">60.6 points below standard</span> Increased +8.9 points  24 Students	13.9 points above standard Decreased -13.2 points  54 Students	<span style="background-color: #e0f0ff; padding: 2px;">6.1 points below standard</span> Maintained +0.8 points  83 Students

**Conclusions based on this data:**

**1. Equity Report and Performance for All Students/Student Group:**

Overall, zero student groups fall in the red or orange performance level.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall, in math, the All Students group, and the English Learners subgroup and Socioeconomically Disadvantaged subgroups scored a status level of medium and scored points below standard. The All Students group is 7.9 points below standard, and the English Learners subgroup is 14.4 points below standard and Socioeconomically Disadvantaged subgroup is 15.3 points below standard. It is very likely that the students identified as English Learners are also Socioeconomically disadvantaged.

In '22 - '23,

Equity Report:

Zero groups are in the red, orange, or blue performance level, two student groups fell in the yellow and in the green performance level, and 2 student groups fell in the green performance level.

All Students/Student Group:

Overall, students are performing in the green performance level (178 students: 3.7 points below standard, Increased +4.2 points)

The English Learners student group are performing in the green performance level (high performance level) (78 students: 9.1 points below standard, Increased +5.3 points). Possible conclusion, English Learner students are performing more successfully in Math compared to Language Arts.

The Socioeconomically Disadvantaged student group are performing in the yellow performance level (medium performance level) (123 students: 15.9 points below standard, Maintained -0.6 points). Possible conclusion, Socioeconomically Disadvantaged students are not performing as well as the English Learner student group.

The Students with Disabilities student group was not assigned a performance level (fewer than 30 students): However, (24 students: 42.3 points below standard, Increased Significantly +17.2 points). Wondering: What contributed to the +17.2 point gain? What do Students with Disabilities academically need to close the academic gap? Students with Disabilities need to be a focus in 2024 - 2025.

## 2. Performance by Race/Ethnicity:

All students and student groups increased by points. The students with Disabilities increased by most points (70.4 points) followed by the socioeconomically disadvantaged group (24.9 points). Overall, all students/student groups are performing below standards. The all students group is 7.1 points below standards. The English Learner group is 25.6 points below standards. The socioeconomic group is 22.9 points below standards. The students with disabilities group is 49.2 points below standards. By race and ethnicity classification, the Asian student population is 42 points above standard and the White student population is 16.2 points above standard. The Hispanic student population is 32.6 points below standard. All race and ethnic groups increased points and the Hispanic group increased the most points.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall, in math by Race/Ethnicity, the Asian subgroup's status is Very High and the Hispanic subgroup's status is Low. the Asian subgroup is 58.6 points above standard and the Hispanic subgroup is 46.8 points below standard. The Asian subgroup outperformed the Hispanic group.

In '22 - '23,

Zero groups are in the red performance level, one student group fell in the yellow and green performance level.

The Hispanic ethnic group are performing in the yellow performance level (medium performance level) (98 students: 36.5 points below standard, Increased +10.2 points). Possible conclusion, Hispanic students are (slowly) closing the grade-level standards gap. (10.3 point difference between '23 and '22) Are we offering academic intervention supports for our Hispanic group? How else can we close the achievement gap for the Hispanic group? Is there a large number of Hispanic students identified as SpEd? How is this contributing to the gain or loss of points?

The Asian ethnic group are performing in the green performance level (high performance level) (41 students: 54.2 points above standard, decreased -4.4 points). The Asian group outperformed the Hispanic group even with the decrease in points. Why did the Asian group decrease in points? Has the Asian population changed?

The White students group was not assigned a performance level (fewer than 30 students): However, (23 students: 20.8 points above standard, Decreased -7.7 points). Wondering: Why did the White student group decrease in points?

In math, how is the Asian student group and the White student group experience different from the Hispanic group experience?

## 3. Comparisons for English Learners:

English Learners and English only students increased by points. The reclassified English Learners are 38.2 points above standard and the English only group is 11.9 points above standard. The current English Learner group is 51.7 points below standard.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, in math for English Learners, the Current English Learner group and the English Only group scored below standard. The Reclassified English Learners scored above standard, 27 points above standard. The Current English

Learner group is 69.5 points below standard and the English Only group is 6.9 points below standard. The Reclassified English Learners outperformed their counterparts.

In '22 - '23,

Current English Learner group (24 students: 60.6 points below standard, Increased +8.9 points).

Reclassified English Learners group (54 students: 13.9 points above standard, Decreased - 13.2 points).

English Only group (83 students: 6.1 points below standard, Maintained + 0.8 points).

The Reclassified English Learners group exceeded the English Only in points above standard (7.8 point difference).

The English Learner group will need to continue to be the focus in 2024-25.

# School and Student Performance Data

## Academic Performance English Learner Progress

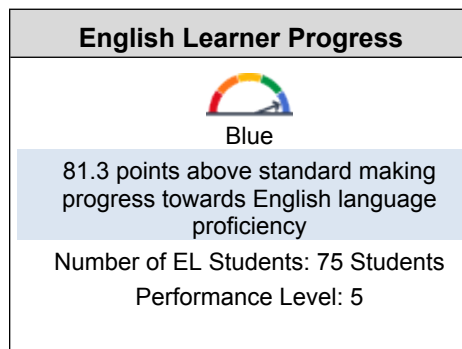
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	10	0	61

#### Conclusions based on this data:

- English Learner Progress:  
Overall, 72% of English Learners performed at Moderately Developed and Well Developed.  
In 2022, overall, 53.7 of 67 English Learners are making progress towards English Language Proficiency.  
In '22 - '23,  
Overall, English Learners are performing in the blue (very high) performance level (75 students: 81.3 points above standard making progress towards English Language proficiency, performance level 5)
- Student English Language Acquisition Results:

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, 53.7% progressed at least one ELPI level. 46.3% either decreased one ELPI level (22.4%) or maintained 23.9%.

In '22 - '23,

4 students decreased at least one ELPI level.

10 students maintained ELPI level 1, 2L, 2H, 3L, or 3H

0 students maintained ELPI Level 4

61 students progressed at least one ELPI level.

Conclusion, academic strategies that support English Language Learners, Professional Development focussed on English Language Learners, interventions that target English Language Learners, tracking and analyzing data for our English Language Learner students is making a difference in the English Learner Progress.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.





This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 13.8% Chronically Absent Declined Significantly -13.3 320 Students	<b>English Learners</b>  Green 7.2% Chronically Absent Declined -13.9 97 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 12.8% Chronically Absent Declined Significantly -16.7 218 Students	<b>Students with Disabilities</b>  Red 24.4% Chronically Absent Increased 3.3 41 Students



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  5 Students	Less than 11 Students  2 Students	 Green 6.3% Chronically Absent Declined -8.3  64 Students	Less than 11 Students  10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15% Chronically Absent Declined Significantly -16.3  187 Students	6.3% Chronically Absent Declined -25.6  16 Students	Less than 11 Students  2 Students	20.6% Chronically Absent Declined -5.3  34 Students

**Conclusions based on this data:**

**1. Equity Report**

In 2022, overall, 27.1% out of 325 students were Chronically Absent. The Socioeconomically Disadvantaged subgroup (29.6% out of 169 students), English Learners subgroup (21.1% out of 128 students), and Students with Disabilities subgroup (21.1% out of 38 students), represent our largest subgroups with a Very High performance level (status) of chronically absent students.

In '22 - '23,

Equity Report:

One student group is in the red performance level, zero student group are in the orange and in the blue performance level, and 2 student groups are in the yellow and green performance level.

**2. All Students/Student Group:**

In 2019, Chronic absenteeism by Race/Ethnicity: The White and Hispanic groups represent our largest subgroup of students with over 10% chronically absent.

In 2022, the Hispanic subgroup (31.3% out of 192 students) and the Asian subgroup (14.5% out of 62 students), represent Mayne's largest Chronic Absenteeism by Race/Ethnicity subgroups with a Very High and High performance level (status) of chronically absent students.

In '22 - '23,

All Students/Student Group:

Overall, students are performing in the yellow (medium) performance level (320 students: 13.8% (45 students) Chronically Absent, Declined Significantly -13.3)

The English Learners student group are performing in the green (high) performance level (97 students: 7.2% (7 students) Chronically Absent, Declined -13.9).

The Socioeconomically Disadvantaged student group are performing in the yellow (medium) performance level (218 students: 7.2% (16 students) Chronically Absent, Declined Significantly -16.7).

The Students with Disabilities student group are performing in the red (very low) performance level (41 students: 24.4% (10 students) Chronically Absent, Increased 3.3).

Conclusion:

The very high chronic absenteeism status for students with disabilities identified this student group for ATSI in 2023-24 and 2024 - 25.

Continue and increase focus on attendance (phone calls, visits to families over the summer, letters, etc.)

Focus on Students with Disabilities in 2024 - 2025

### 3. Race/Ethnicity:

In 2022, the very high chronic absenteeism status for students with disabilities identified this student group for ATSI in 2022-23.

In '22 - '23,

Zero groups are in the red performance level, one student group is in the yellow and in the green performance level.

The Hispanic ethnic group are performing in the yellow (low) performance level (187 students: 15% (29 students) Chronically Absent, Declined Significantly -16.3)

The Asian ethnic group are performing in the green (high) performance level (64 students: 6.3% (5 students) Chronically Absent, Declined -8.3)

The White students group was not assigned a performance level (fewer than 30 students): However, (34 students: 20.6% (8 students) Chronically Absent, Declined -5.3).

Conclusion:

Continue and increase focus on attendance (phone calls, visits to families over the summer, letters, etc.)



# School and Student Performance Data

## Conditions & Climate Suspension Rate

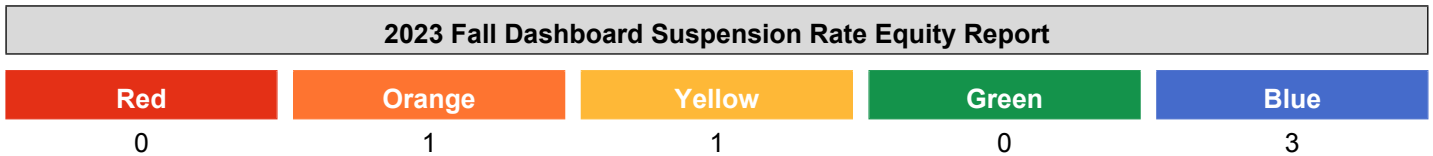
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.6% suspended at least one day</td> </tr> <tr> <td>Declined -0.3 324 Students</td> </tr> </tbody> </table>	All Students	 Green	0.6% suspended at least one day	Declined -0.3 324 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">1% suspended at least one day</td> </tr> <tr> <td>Increased 1 100 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	1% suspended at least one day	Increased 1 100 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 2 Students	 Orange 1.6% suspended at least one day Increased 1.6 64 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5% suspended at least one day Declined -0.5 191 Students	0% suspended at least one day Maintained 0 16 Students	Less than 11 Students 2 Students	0% suspended at least one day Maintained 0 34 Students

**Conclusions based on this data:**

**1. Equity Report:**

In 2019, there was a total of 7 suspensions.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall 0.9% out of 322 students were suspended identifying this group as a Low status. 0.6% out of 170 Socioeconomically Disadvantaged students and 2.6% out of 38 Students with Disabilities were suspended representing < 3 students.

In '22 - '23,

Equity Report:

Zero student groups are in the red, or green performance level, one student group is in the orange and in the yellow performance level, and 3 student groups are in the blue performance level.

**2. All Students/Student Group:**

In '22 - '23,

All Students/Student Group:

Overall, students are performing in the green (high) performance level (324 students: 0.6% (2 students) suspended at least one day, Declined -0.3)

The English Learners student group are performing in the yellow (medium) performance level (100 students: 1% (.1 student) suspended at least one day, Increased 1).

The Socioeconomically Disadvantaged student group are performing in the blue (very high) performance level (222 students: 0.5% (1.11 students) suspended at least one day, Maintained -0.1).

The Students with Disabilities student group are performing in the blue (very high) performance level (42 students: 0% (0 students) suspended at least one day, Declined -2.6).

Conclusion:

Continue to work on S.O.A.R.(Safe, Organized, Achievers, Respectful), provide Wellness support,

### 3. Race/Ethnicity:

In 2022, 1% out of 196 Hispanic students were suspended representing < 2 students.

In '22 - '23,

Zero groups are in the red performance level, one student group is in the orange and blue performance level.

The Hispanic ethnic group are performing in the blue (very high) performance level (191 students: 0.5% (1 student) suspended at least one day, Declined -0.5)

The Asian ethnic group are performing in the orange (low) performance level (64 students: 1.6% (1 student) suspended at least one day, Increased 1.6)

The White students group was not assigned a performance level (fewer than 30 students): However, (34 students: 0% (0 students) suspended at least one day, Maintained 0).

Conclusion:

Continue to work on S.O.A.R.(Safe, Organized, Achievers, Respectful), provide Wellness support,

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Reading/Language Arts

Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (grades 3-5), i-Ready Reading Diagnostic, and Fountas & Pinnell (K-5)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise students achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP/ELA assessment results show a need for students overall to increase academic performance on the test. Student group results show that the English Learner group needs to continue to be a focus for George Mayne. Mid-year i-Ready (K-5) results show that the focus on English learners significantly increased achievement. Results show a need to continue to focus on students with IEPs and Hispanic / LatinX students to close the gap between these groups and all students. Mid-Year F&P results show higher achievement overall and for all groups with the exception of English Learners compared to i-Ready results and gaps between groups are not as large. However, the need to focus support and intervention on students with IEPs is also supported by F&P results.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ELA (3-5)	<p>(Fall, 2022)</p> <p>61.48% Overall meeting/exceeding</p> <p>36% English learner meeting/exceeding</p> <p>58.91% Low-Income meeting/exceeding</p> <p>48.44%Hispanic/Latinx meeting/exceeding</p> <p>54.54% Students with IEP's meeting/exceeding</p> <p>(Fall, 2023)</p> <p>63% Overall meeting/exceeding</p> <p>40% English learner meeting/exceeding</p> <p>62% Low-Income meeting/exceeding</p> <p>51%Hispanic/Latinx meeting/exceeding</p> <p>56% Students with IEP's meeting/exceeding</p>	<p>(Set in Fall, 2024 based baseline)</p> <p>__% Overall meeting/exceeding</p> <p>__% English learner meeting/exceeding</p> <p>__% Low-Income meeting/exceeding</p> <p>__%Hispanic/Latinx meeting/exceeding</p> <p>__% Students with IEP's meeting/exceeding</p>
i-Ready Reading (K-5)	<p>(Based on mid-year, 2023) Percent of students acheiving mid, early on, or above grade level (meeting/exceeding)</p> <p>48% Overall</p> <p>55% English Learner</p> <p>53% Low-Income</p> <p>37%Hispanic/Latinx</p> <p>19.41% Students with IEP's</p> <p>(Based on mid-year, 2024) Percent of students acheiving mid, early on, or above grade level (meeting/exceeding)</p> <p>67% Overall</p> <p>38% English Learner</p> <p>47% Low-Income</p>	<p>(Based on mid-year, 2024 for expected mid-year 2025) Percent of students acheiving mid, early on, or above grade level (meeting/exceeding)</p> <p>70% Overall</p> <p>40% English Learner</p> <p>50% Low-Income</p> <p>65%Hispanic/Latinx</p> <p>30% Students with IEP's</p>



	63%Hispanic/Latinx 27% Students with IEP's	
F&P Reading	(based on mid-year, 2023) 63.60% Overall meeting/exceeding 41.75% English learner meeting/exceeding 59.96% Low-Income meeting/exceeding 54.56% Hispanic/Latinx meeting/exceeding 32.14% Students with IEP's meeting/exceeding  Based on mid-year, 2024) 51.85% Overall meeting/exceeding 25.97% English learner meeting/exceeding 48.39% Low-Income meeting/exceeding 50.28%Hispanic/Latinx meeting/exceeding 22.22% Students with IEP's meeting/exceeding	(based on mid-year, 2024 for expected mid-year 2025) 55% Overall meeting/exceeding 30% English learner meeting/exceeding 50% Low-Income meeting/exceeding 53% Hispanic/Latinx meeting/exceeding 25% Students with IEP's meeting/exceeding

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide school day Literacy Intervention through targeted small group instruction	Students furthest from grade level proficiency in reading, including low-income, English learner and students with IEP's	73,700 Targeted Allocation Classroom "push-in" instructional support provider & Emotional Support Provider (MA), (RH), (MO) 124,137.20 Title I

			.6 FTE Literacy Intervention; Kinder - 5th (Jan. to June) (LH)
1.2	Provide extended learning opportunities before, during, and after the school day, Saturdays, EL Saturdays, intersessions and during summer. Costs include, but are not limited to staffing, professional learning, supplies, materials and snacks/food for students	Prioritize students furthest from grade level standard	Provide extended learning opportunities before and after school day, Saturdays, EL Saturdays, intersessions and during summer. Costs include, but are not limited to staffing, professional learning, supplies, materials and snacks/food for students.
1.3	Purchase materials and supplies for supplemental literacy instruction and enrichment, including, but not limited to additional library collections, classroom magazines, additional leveled books, trade books, classroom materials, decodable phonics readers, and other literacy intervention materials and supplies.	All students	Purchase materials and supplies for supplemental literacy instruction and enrichment, including but not limited to additional library collections, classroom magazines, additional leveled books, trade books, classroom materials, decodable phonics readers, and other literacy intervention materials and supplies
1.4	Registration, travel, accommodations, materials and substitute costs to support professional development, training and conference attendance. This includes, but is not limited to: California Reading Association Conference, IMSE Orton-Gillingham, CAFE, PLC workshops, peer observations, Professional Books	All students	Registration, travel, accommodations, materials and substitute costs to support professional development, training and conference attendance. This includes, but is not limited to: California Reading Association Conference, IMSE Orton-Gillingham CAFE, PLC workshops, peer observations.
1.5	Provide release time or additional hourly time to staff to support the use of data to inform classroom instruction. Activities include, but are not limited to: a. Grade level PLCs b. Teacher goal setting conferences c. Grade level target meetings d. Cross grade level alignment	All students	
1.6	Provide motivation, real world experience and enrichment to students related to reading and literacy themes, math, science, visual and performing art through assemblies and field study	All students	

	trips. Costs include but are not limited to fees and transportation.		Provide motivation, real world experience and enrichment to students related to reading and literacy themes, math, and science, visual and performing art through assemblies and field study trips. Costs include but are not limited to fees and transportation.
1.7	Provide support to teachers in completing 1:1 assessments. Costs include, but are not limited to substitute teachers or additional classified support.	All students	Provide support to teachers in completing 1:1 assessments. Costs include but are not limited to substitute teachers or additional classified support.
1.8			

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, students that participate in interventions show growth in reading.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With tier 1 instruction firmly in place as well as before school, during the school day, and after school reading interventions (1:1 Reading Recovery in 1st Grade, and Rising group Reading Recovery intervention in 2nd grade, K-5th grade 1.4 reading Intervention teachers, Instructional Support Providers working with Kindergarten, and afterschool reading intervention in 1st grade) for our students that are far below and below grade level benchmarks in reading are making excellent progress as seen above. The ESSER funds and funds through Title 1 and Targeted made these interventions possible in 2022 - 2023, and 2023-2024.

Unfortunately, we will not be able to provide the same level of support for students in 2024 - 2025. Mayne's funds have been significantly decreased.

ESSER Funds (\$382,500) end at the end of this school year. ESSER funds were one time monies.

Title 1 funds have been reduced by \$80,190 (\$270,270 - \$190,080 = \$80,190). Unfortunately, for various reasons, many of our families did not fill out the Free and Reduced Lunch application. In 2024 - 2025, we plan to provide enrollment support at Back to School.

Target funds have been reduced by \$28,316 (\$114,516 - \$86,200 = \$ 28,316). Unfortunately, because of declining enrollment, our funds are also declining.

We have significantly reduced the number of hours (percentage) our interventionists and cut other programs/activities so that we can continue to provide reading intervention for our students in 2024 - 2025.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have significantly reduced the number of hours (percentage) our interventionists and cut other programs/activities so that we can continue to provide reading intervention for our students in 2024 - 2025.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Mathematics

Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (grades 3-5), i-Ready Math diagnostics and any other local math assessments

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise students achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP/Math assessment results show a need for students overall to increase meeting or exceeding standards. Student group results show, overall, all groups need to be a focus. Mid-year i-Ready (K-5) results show a need to focus on Hispanic / Latinx (18.62%) and English Learners (17.82%) to continue to close the gap between these groups and all students. Results for students with IEPs shows an increase of 4.7% between mid year 2022 at 20% and mid year 2023 at 24.7%.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/Math (3-5)	<p>Fall, 2023</p> <p>49.73% Overall meeting/exceeding</p> <p>25% English learner meeting/exceeding</p> <p>52.54% Low-Income meeting/exceeding</p> <p>35.49% Hispanic/Latinx meeting/exceeding</p> <p>31.25% Students with IEP's meeting/exceeding</p> <p>TBD Fall, 2024</p> <p>__% Overall meeting/exceeding</p> <p>__% English learner meeting/exceeding</p> <p>__% Low-Income meeting/exceeding</p> <p>__% Hispanic/Latinx meeting/exceeding</p> <p>__% Students with IEP's meeting/exceeding</p>	<p>Set in Fall, 2024 based on baseline</p> <p>Projected:</p> <p>53% Overall meeting/exceeding</p> <p>30% English learner meeting/exceeding</p> <p>55% Low-Income meeting/exceeding</p> <p>44% Hispanic/Latinx meeting/exceeding</p> <p>34% Students with IEP's meeting/exceeding</p>
i-Ready Math (K-5)	<p>(Based on mid-year, 2023)</p> <p>32% Overall meeting/exceeding</p> <p>18.62% English learner meeting/exceeding</p> <p>27% Low-Income meeting/exceeding</p> <p>17.82% Hispanic/Latinx meeting/exceeding</p> <p>24.7% Students with IEP's meeting/exceeding</p> <p>(Based on mid-year, 2024)</p> <p>56% Overall meeting/exceeding</p> <p>28% English learner meeting/exceeding</p> <p>% Low-Income meeting/exceeding</p>	<p>(based on mid-year, 2024 for expected mid-year 2025)</p> <p>Projected:</p> <p>60% Overall meeting/exceeding</p> <p>30% English learner meeting/exceeding</p> <p>% Low-Income meeting/exceeding</p> <p>45% Hispanic/Latinx meeting/exceeding</p> <p>58% Students with IEP's meeting/exceeding</p>

	44%Hispanic/Latinx meeting/exceediing	
	56% Students with IEP's meeting/exceeding	

**Strategies/Activities**

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase targeted math instruction and support through before, during and afterschool small group instruction.	Students furthest from grade level standard	64,443 Title I Math Intervention Provider (RN) 11,400 Targeted Allocation Math Intervention Provider (RN)
1.6			

**Annual Review**

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

**Analysis**

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, students that participated in math intervention improved in number sense and algebraic equations as seen in the iReady analysis for the students that received intervention.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With tier 1 instruction in place as well as during the school day and after school math interventions (3rd -5th Grade math interventionist) students far below and below grade level benchmarks in math are making progress in foundational number sense and Algebraic Thinking. The ESSER funds and funds through Title 1 and Targeted made this intervention possible in 2022 - 2023 and 2023-2024.

Unfortunately, we will not be able to provide the same level of support for students in 2024 - 2025. Mayne's funds have been significantly decreased.  
 ESSER Funds (\$382,500) end at the end of this school year. ESSER funds were one time monies.  
 Title 1 funds have been reduced by \$80,190 (\$270,270 - \$190,080 = \$80,190). Unfortunately, for various reasons, many of our families did not fill out the Free and Reduced Lunch application. In 2024 - 2025, we plan to provide enrollment support at Back to School.  
 Target funds have been reduced by \$28,316 (\$114,516 - \$86,200 = \$ 28,316). Unfortunately, because of declining enrollment, our funds are also declining.  
 We have significantly reduced the number of hours (percentage) from our math interventionist and cut other programs/activities so that we can continue to provide math intervention for our students in 2024 - 2025.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have significantly reduced the number of hours (percentage) our interventionists and cut other programs/activities so that we can continue to provide math intervention for our students in 2024 - 2025.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**English Language Development and Reclassification of English learners to Fluent English Proficient (RFEP)**  
English Learners will maintain continued, consistent growth each year in English Language Acquisition (listening, speaking, reading, and writing) as measured by ELPAC. EL and RFEP (Former English Learner) students will maintain or close the achievement gap with their English only counterparts, as measured by CAASPP, i-Ready Reading and Math and Fountas and Pinnell

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise students achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2022 Summative ELPAC results compared to 20-21 show that there was significant progress of Level 2 students 23.02% (29 students) to Level 3 47.13% (41 students). Furthermore, the percent/number of students at Level 1 increased compared to 20-21. However, it appears that there was little progress of Level 3 students 40.45% (51 students) to Level 4 16.09% (14 students). Based on this comparison, there may be a need to focus strategies/activities especially on students at Levels 3. Given the success with the focus on Level 3 students moving to Level 4 in 20-21, we will continue to improve delivery of designated and integrated ELD and supports to ensure continued progress to prevent students from becoming at risk of being long term English Learners. Based on F&P results for English learners, there is a need to focus on English learners with IEP's (dual-identified) and on English learners who have had poor attendance (chronic absentees) in order to support English learner literacy progress.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	<p>From DataZone ("All" and "Tested in this school")</p> <p>20-21: Students enrolled at Mayne during ELPAC testing:  Level 4: 30% (37)  Level 3: 38% (51)  Level 2: 24% (29)  Level 1: 8% (9)</p> <p>21-22: Students enrolled at Mayne during ELPAC testing (Fall 2022 "All" and "Tested in this school")  Level 4: 16.09% (14)  Level 3: 47.13% (41)  Level 2: 20.69% (18)  Level 1: 16.09% (14)</p> <p>22-23: Students enrolled at Mayne during ELPAC testing (TBD, fall 2023 "All" and "Tested in this school")  Level 4: 35.82% (24)  Level 3: 38.81% (26)  Level 2: 19.4% (13)  Level 1: 5.97% (4)</p> <p>Percentage of students at each level who are currently (Fall, 2023) enrolled at Mayne  Level 4: % ( )  Level 3: %()  Level 2: % ( )  Level 1: % ( )</p>	<p>Based on Spring, 2024 Summative ELPAC results: (TBD in Fall, 2024)  Increase percentage of students that progress on each level of ELPAC:  Level 4: % to %  Level 3: % to % (10% increase from L3 to L4 AND 10% increase from L2 to L3)  Level 2: % to %  Level 1: % to %  Results from 2024 Summative ELPAC</p>
F&P (K-5)	<p>From DataZone  Trimester 2 (Winter), 2023</p> <p>Percent EL meeting grade level standard: 41.75%  Percent nearly meeting: 11.97%  Percent not meeting: 46.28%</p> <p>Trimester 2 (Winter), 2024</p> <p>Percent EL meeting grade level standard: %  Percent nearly meeting: %  Percent not meeting: %</p>	<p>Trimester 2, 2024 for expected mid-year 2025</p> <p>Percent EL meeting grade level standard: increase by 5%  Percent nearly meeting: 5%  Percent not meeting: decrease by 5%</p>
CAASPP ELA	From DataZone Spring, 2023	TBD based on Spring, 2024 results

	<p>Percent EL met or exceeded grade level standard: 6.25%  Percent nearly met grade level standard: 18.75%  Percent not met: 75%</p> <p>From DataZone  Spring, 2024 TBD</p> <p>Percent EL met or exceeded grade level standard: %  Percent nearly met grade level standard: %  Percent not met: %</p>	<p>Percent EL meeting or exceeding grade level standard: increase by 5%  Percent nearly meeting grade level standard: increase by 5%  Percent not meeting: decrease by 5%</p>
CAASPP Math	<p>From DataZone  Spring, 2023  Percent EL met or exceeded grade level standard: 25%  Percent nearly met grade level standard: 25%  Percent not met: 50%</p> <p>From DataZone  Spring, 2023 TBD  Percent EL met or exceeded grade level standard: %  Percent nearly met grade level standard: %  Percent not met: %</p>	<p>TBD based on Spring, 2024 results</p> <p>Percent EL meeting or exceeding grade level standard: increase by 5%  Percent nearly meeting grade level standard: increase by 5%  Percent not meeting: decrease by 5%</p>
i-Ready Reading (K-5)	<p>From DataZone  Diagnostic 2 (Winter), 2023</p> <p>Percent mid, early on, or above grade level: 27%  Percent one grade level below: 44%  Percent two grade levels below: 26%  Percent three or more grade levels below: 5%</p> <p>From DataZone  Diagnostic 2 (Winter), 2024</p> <p>Percent mid, early on, or above grade level: %  Percent one grade level below: %  Percent two grade levels below: %  Percent three or more grade levels below: %</p>	<p>From DataZone  Diagnostic 2 (Winter), 2025</p> <p>Increase percent of English learners achieving mid, early on or above grade level by 10%.  Decrease percent of English learners at one or more grade levels below by at least 10%</p>
i-Ready Math (K-5)	<p>From DataZone  Diagnostic 2 (Winter), 2023</p> <p>Percent EL mid, early on, or above grade level: 28%</p>	<p>From DataZone  Diagnostic 2 (Winter), 2025</p>

	Percent one grade level below: 50% Percent two grade levels below: 19% Percent three or more grade levels below: 4%  From DataZone Diagnostic 2 (Winter), 2024  Percent EL mid, early on, or above grade level: % Percent one grade level below: % Percent two grade levels below: % Percent three or more grade levels below: %	Increase percent of English learners achieving mid, early on or above grade level by 10%. Decrease percent of English learners at one or more grade levels below by at least 10%
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide additional language development support to identified English learners, with a focus on Level 1 students and students who have been at level 3 for 2 or more years.	English Learners	1,100 Targeted Allocation  Language Development Support Provider (2.5 add'l hours per day) (JN)
1.3			
1.5			
1.8			

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Students receiving English Language Development intervention are making gains.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With integrated and designated English Language Instruction in place, as well as before school, during the school day, and after school reading interventions (1:1 Reading Recovery in 1st Grade, and Rising group Reading Recovery intervention in 2nd grade, K-5th grade 1.4 reading Intervention teachers, Instructional Support Providers working with Kindergarten, and afterschool reading intervention in 1st grade), additional hours for our ELSAT to work directly with our

EL students, site funded after school English Language Intervention, and a Saturday class focused on Writing for the ELPAC test, our far below and below grade level benchmarks in reading are making excellent progress as seen above. The ESSER funds and funds through Title 1 and Targeted made these interventions possible in 2022 - 2023, and 2023-2024.

In 2022-2023 and 2023-2024, we made a concerted effort to target EL students for reading, writing, math, and English Language Development intervention support. Due to this focus, we have seen a significant rise in the number of students that we've redesignated and or moved from one EL level to the next.

Unfortunately, we will not be able to provide the same level of support for students in 2024 - 2025. Mayne's funds have been significantly decreased.

ESSER Funds (\$382,500) end at the end of this school year. ESSER funds were one time monies.

Title 1 funds have been reduced by \$80,190 ( $\$270,270 - \$190,080 = \$80,190$ ). Unfortunately, for various reasons, many of our families did not fill out the Free and Reduced Lunch application. In 2024 - 2025, we plan to provide enrollment support at Back to School.

Target funds have been reduced by \$28,316 ( $\$114,516 - \$86,200 = \$28,316$ ). Unfortunately, because of declining enrollment, our funds are also declining.

We have significantly reduced the number of hours (percentage) our interventionists and cut other programs/activities so that we can continue to provide reading/ELD intervention for our students in 2024 - 2025. In 2024 - 2025, we will also not be able to provide after school EL Intervention or Saturday Intervention class.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have significantly reduced the number of hours (percentage) from our interventionists and cut other programs/activities so that we can continue to provide additional hours of English Language Support with our ELSAT for our students in 2024 - 2025.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **School Climate, Parent and Community Engagement**

All partners, including staff, students, parents and larger community will maintain positive engagement with the school community.

80% or more students who are surveyed will respond positively to questions regarding academic motivation, having at least one caring adult on campus and that they have opportunities to engage in meaningful participation in school.

All students and staff will work in an environment that supports physical and emotional health and safety.

Maintain at least 95% average daily attendance.

Decrease chronic absenteeism to 10% or below (30 or fewer students) overall and reduce absenteeism of most affected students

Maintain positive student behavior and pro-social interaction (Wellness and SEL support)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to continued challenges of COVID, there is a need to continue a concentrated focus on social-emotional wellness, improving attendance and engagement, as well as ensuring that all students' needs are met through the MTSS process. There is a particular need to focus on students whose siblings/families have a history of chronic absenteeism ("generational absentees") and students with disabilities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>-Attendance of parents, staff and community at SSC and ELAC tracked by sign-in sheet (actual or virtual) and indicating role of attendees.</li> <li>-Ballots, agendas and minutes of SSC and ELAC will show that representatives have been elected according to Ed. Code (parents elect parents, classified elects classified, certificated elects certificated and elected ELAC representatives are parents of English learners.</li> <li>-Agendas, surveys and minutes of SSC and ELAC will show:</li> </ul> <p>ELAC and SSC have advised the principal in the development of the schoolwide needs assessment (identifying what data points will be analyzed for revision of the SPSA) ELAC has advised the principal and staff in the development of the site plan for ELs and submitted the plan to the school site council for consideration for inclusion in the SPSA. ELAC has advised the principal on ways to make parents aware of the importance of regular school attendance.</p>	<p>Spring 2024:            SSC meetings have had a quorum of elected attendees 100% of meetings this year.            ELAC has at least had the attendance of the chairperson and the ELAC representative to DELAC.</p>	<p>Spring 2025:            SSC: Continue to have a quorum at 100% of meetings            ELAC: Maintain or increase elected representation and attendance.</p>
<p>California Healthy Kids, Staff and Parent Surveys (CHKS, CSSS, CSPS)</p>	<p>Winter, 2023            Data            G. Mayne School District            Connectedness 65%            Academic Motivation 76%            Caring adults in school 53%            Social and emotional learning supports 63%            77%            86%            74%            79%</p> <p>Total number of Mayne 5th graders: 75            Final sample size of students who took the survey: 57            76% response rate</p>	<p>Winter, 2024 (informal re-survey),            Increase student connectedness, Motivation, caring adults in school, Social and Learning Supports to match or exceed District percentages.</p>
<p>Attendance</p>	<p>From DataZone, March, 2023 year-to-date            Average Daily Attendance</p>	<p>March, 2025:            Continue to increase school attendance for all groups.</p>

	<p>94.26% Overall</p> <p>95.10% English</p> <p>94.37% Low-Income</p> <p>93.80% Hispanic/Latinx</p> <p>93.35% Students with IEP's</p> <p>___% Generational absentees (Student group in DataZone)</p> <p>From DataZone, March, 2024 year-to-date</p> <p>Average Daily Attendance</p> <p>94.48% Overall</p> <p>95.56% English Learner</p> <p>94.53% Low-Income</p> <p>94.20% Hispanic/Latinx</p> <p>92.19% Students with IEP's</p> <p>___% Generational absentees (Student group in DataZone)</p>	
<p>Chronic absenteeism</p>	<p>From DataZone, March, 2023 year-to-date</p> <p>Chronic Absentee rate (moderate % (number of students), severe% (number of students))</p> <p>14.11% Overall (13.48% (43), 0.63% (2))</p> <p>6.59% English (6.59% (6))</p> <p>14.21% Low-Income (14.21% (26))</p> <p>15.76% Hispanic/Latinx (15.76% (29))</p> <p>20.41% Students with IEP's (16.33% (8), 4.08% (2))</p> <p>___% Generational absentees (Student group in DataZone)</p>	<p>March, 2025:</p> <p>Continue to increase school attendance for all groups. Increase school attendance for Students with Disabilities as identified by ATSI.</p>



	<p>From DataZone, March, 2024 year-to-date</p> <p>Chronic Absentee rate (moderate % (number of students), severe% (number of students))</p> <p>No % Overall (% (8), % (3))</p> <p>No% English Learner (% (4 Chronic), % (1 severe chronic))</p> <p>No% Low-Income (% (9 Chronic), % (4 severe chronic))</p> <p>No% Hispanic/Latinx (% (15 Chronic), % (6 severe chronic))</p> <p>No% Students with IEP's (% (8 chronic), % (3 severe chronic))</p> <p>__% Generational absentees (Student group in DataZone)</p>	
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Family Nights, Performances, and Curriculum Celebrations, including EEC Science Night, STEM Night, Fine Arts Night, Literacy Night, Grade Level Science and Social Studies Curriculum Celebrations.	All students	1,001  Materials and supplies (including some food items related to projects) for Curriculum Celebrations, Parent Education/Family Nights, and other hands-on projects and experiments. Materials, supplies and light refreshments for parent engagement activities. Materials and supplies, including snacks for school events
1.2	Publicize and provide support for attendance at Parent Meetings and school events (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) Provide childcare, translation (flyers, newsletters, phone blasts), and interpretation.	All students, with a focus on English learners (ELAC)	500 Title I Part A: Parent Involvement  Childcare 400

			<p>Title I Part A: Parent Involvement</p> <p>Translation/Interpreters 1,000 Targeted Allocation</p> <p>Publicize and provide support for attendance at Parent Meetings and school events (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings)</p>
1.3	Re-establish and improve coordinated process for student reviews (MTSS/SST) Including parent communication, tracking and monitoring both hard copy/folders and in Aeries (Social, behavioral and academic)	All students with a focus on students who are most struggling either social-emotionally, behaviorally, or academically	Cost of substitutes to release teachers for reviews of student progress (MTSS/SST)
1.4	Parent Education and Community Involvement programs, examples: PIQE, ESL instruction for parents, Regular Parent Education meetings, Annual Resource Fairs, SeeSaw	All	External provider costs, materials and supplies
1.5	Counseling Services	Students needing support with anxiety coping skills, SEL Support, attention and impulsivity control skills, organizational and attention skills	Add an additional Counseling Day
1.6	Extracurricular Enrichment Programs, including art, music, computer, math, science , and other special interest clubs Provide interactive guidance, structured sports instruction and supervision during recesses to facilitate positive behaviors and peer interactions.	All students with priority given to students furthest from opportunity and most in need of support	<p>Program Cost (Chess, Alera Sports, Arts Connect, Starting Arts. Montalvo Arts Program, Keeping Busy/Healthy Play/Playworks)</p> <p>Enrichment and supervision, positive behavior reinforcement and campus safety support</p>
1.7	Implement MTSS process and IEP Release Time	All students with priority given to students furthest from opportunity and most in need of support	<p>Professional Development/Training for Staff and Yard Duty</p> <p>Materials (posters, incentives, etc)</p>
1.8	Safety and Emergency Preparedness CPR/1st Aid/Emergency Response Training (Run, Hide, Defend) for staff	All	

			CPR/First Aid/Emergency Response Training for Staff and Yard Duty  Materials (communication equipment, replenish consumables, ID's/tags)
1.9	Curriculum related field studies and programs in addition to literacy related trips, including Digging Deeper Collaborative K-5 and 5th grade Science Camp.	All	Science Camp (District Funded)  Field study trips related to other curricular areas
1.10	Maintain and update technology and supplies. Examples include, but are not limited to: teacher laptops, classroom computers/notebooks/tablets, document cameras, projectors, (color) printers, digital cameras, and audio equipment.	All	Technology (Headphones, Digital Camera, copier supplies, Ink for color copies, laminating film, etc.)

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, based on the data, students do not feel connected to our school, feel that they have caring adults in the school, or feel that we have enough social and emotional learning supports.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Based on the data, students do not feel connected to our school, feel that they have caring adults in the school, or feel that we have enough social and emotional learning supports.

With ESSER funds and funds through Title 1 and Targeted, we created a safe space for students to visit called Cozy Corners.

Our Wellness Coordinator has involved Mayne is ALAS. ALAS will analyze the data that is collected from a volunteer survey that our Wellness Coordinator will coordinate. This will give the site, our teachers and parents, information and how to address what the students need.

Unfortunately, we will not be able to provide the same level of support for students in 2024 - 2025. Mayne's funds have been significantly decreased.

ESSER Funds (\$382,500) end at the end of this school year. ESSER funds were one time monies.

Title 1 funds have been reduced by \$80,190 (\$270,270 - \$190,080 = \$80,190). Unfortunately, for various reasons, many of our families did not fill out the Free and Reduced Lunch application. In 2024 - 2025, we plan to provide enrollment support at Back to School.

Target funds have been reduced by \$28,316 (\$114,516 - \$86,200 = \$ 28,316). Unfortunately, because of declining enrollment, our funds are also declining.

We have significantly reduced the number of hours (percentage) our instructional support/social emotional support and cut other programs/activities so that we can continue to provide SEL intervention for our students in 2024 - 2025.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have significantly reduced the number of hours (percentage) from our interventionists and cut other programs/activities so that we can continue to provide emotional support intervention and Cozy Corners for our students in 2024 - 2025. Mayne teachers will have to incorporate more SEL lessons/activities in class, identify and refer more students for counseling services.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$277,681.20
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$188,580.20
Title I Part A: Parent Involvement	\$900.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$189,480.20

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$1,001.00
Targeted Allocation	\$87,200.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$88,201.00

Total of federal, state, and/or local funds for this school: \$277,681.20

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	90,840.00	3,640.00
Title I	40,000	-148,580.20
Donations		

## Expenditures by Funding Source

Funding Source	Amount
	1,001.00
Targeted Allocation	87,200.00
Title I	188,580.20
Title I Part A: Parent Involvement	900.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		1,001.00
	Targeted Allocation	87,200.00
	Title I	188,580.20
	Title I Part A: Parent Involvement	900.00

## Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	197,837.20
Goal 2	75,843.00
Goal 3	1,100.00
Goal 4	2,901.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Socorro Olmos	Principal
Damaris Llamas Mendoza	Other School Staff
Kiki Korakis	Classroom Teacher
Breanna Van Gastel	Classroom Teacher
Lia Hernandez-Garcia	Other School Staff
Stefanie Blanco Wills	Parent or Community Member
Tara Kaverman Fernandez	Parent or Community Member
Isabel Samano	Parent or Community Member
Amitay Feder	Parent or Community Member
Minh Phan	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Socorro Olmos on April 25, 2024



SSC Chairperson, Stefanie Blanco on April 25, 2024